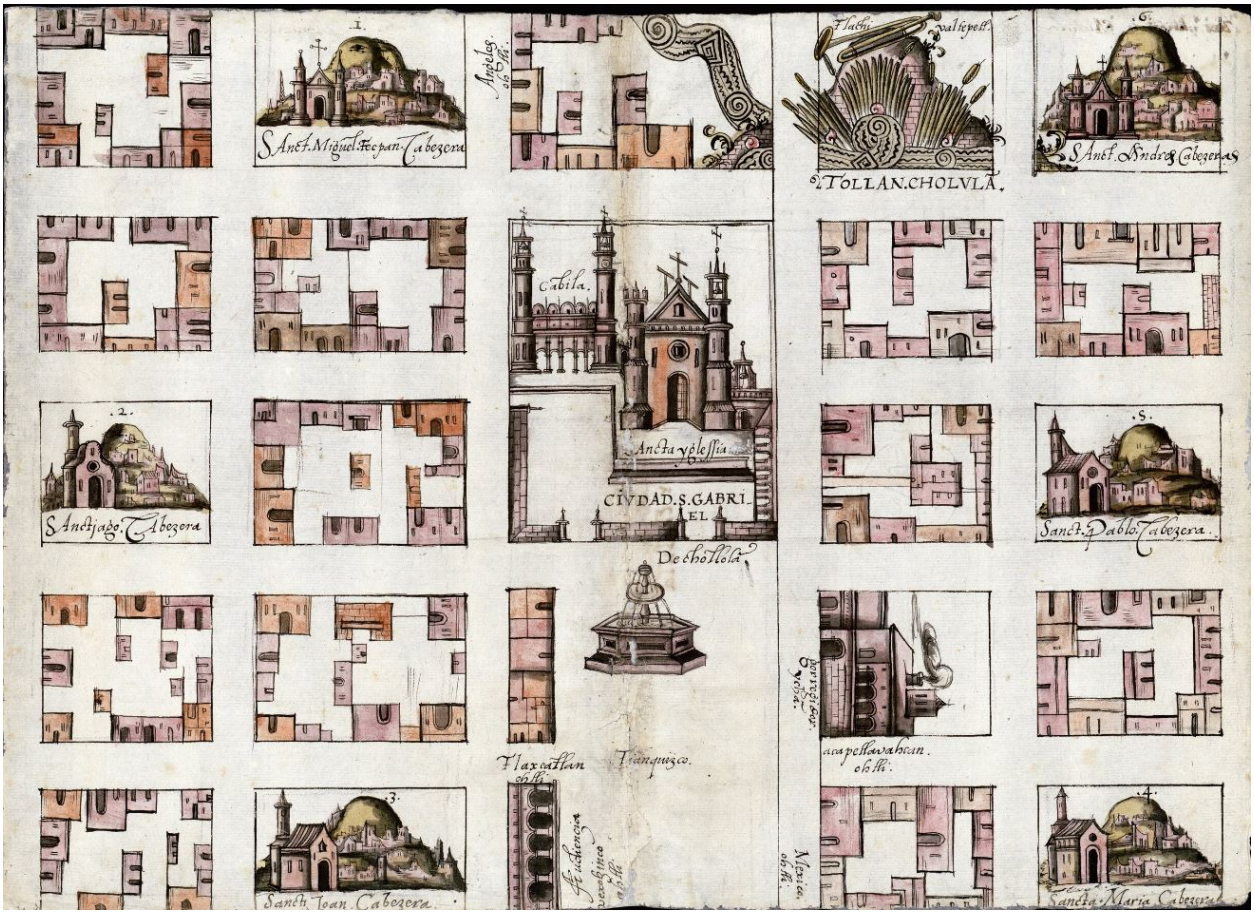
HIST 579 Colonial Latin America

Wednesdays, 1-3:30 Rice University Spring 2022



https://exhibits.lib.utexas.edu/spotlight/mapping-mexican-history/feature/the-relaciones-geograficas

Contact Information

Instructor: Alida Metcalf
Office: Huma 322
Email: acm5@rice.edu
Office Hours: Th 2-4 (Open Door) and by appointment at other times

Course Objectives and Learning Outcomes

This graduate reading course is designed to prepare graduate students for a field in Latin America or to introduce a comparative framework for students working in other fields, such as

American, Asian, European, or Middle Eastern history. Students from other disciplines in the Humanities and Social Sciences are most welcome. Students will become familiar with historiographical approaches and methodologies in social, cultural, and visual history, as well as various types of archival sources. We will focus on the Caribbean, Mexico, and Peru. Students will write a historiographical essay on a topic of their choice, developed in consultation with the instructor.

Required Texts and Materials

Burns, Kathryn. *Into the Archive: Writing and Power in Colonial Peru.* Duke Univ. Press. 978-0822348689. Available online through eDuke Books Scholarly Collection: https://read-dukeupress-edu.ezproxy.rice.edu/books/book/1502/Into-the-ArchiveWriting-and-Power-in-Colonial-Peru

Katzew, Ilona. *Casta Painting: Images of Race in Eighteenth-century Mexico*. New Haven: Yale University Press, 2005. ISBN 978-0300109719. Available online through Internet Archive Open Library: https://archive.org/details/castapaintingima0000katz

Louis P. Nelson, *Architecture and Empire in Jamaica.* Yale University Press, 2016). ISBN: 9780300211009

Mangan, Jane. *Transatlantic Obligations: Creating the Bonds of Family in Conquest-Era Peru and Spain*.Oxford University Press. ISBN 978-0-19-976858-5

Melville, Elinor G. *A Plague of Sheep: Environmental Consequences of the Conquest of Mexico*. Cambridge University Press. 978-0521574488.

Metcalf, Alida C. *Mapping an Atlantic World, circa 1500.* Johns Hopkins University Press. *https://www.dropbox.com/s/7ko3zre4b6feezm/Metcalf_Mapping_an_Atlantic_World%2C_circa_1500_11968093_%28z-lib.org%29.pdf?dl=0*

Mundy, Barbara. *The Mapping of New Spain: Indigenous Cartography and the Maps of the Relaciones Geográficas* . University of Chicago Press, 2000. ISBN 978-0226550978.

Scott, Rebecca and Jean Hebrard, *Freedom Papers*. Harvard University Press. ISBN 978-0-674-41691-8

Papers

Graded Writing Requirements:

SIX Book reviews (2 pages each) (50%)

1. State argument of book

2. Cite major evidence used by author to make argument

3. Note major themes and topics

4. Describe contribution book makes to understanding Latin America

5. Provide your critique—positive and negative on the book

6. Begin with a correct bibliographical citation of the book; paraphrases and quotations may be referenced parenthetically in your text. For example:

> Title of your review: Charles F. Walker, *Smoldering Ashes: Cuzco and the Creation of Republican Peru, 1780-1840*. Durham & London: Duke University Press, 1999.

Your textual citations: Walker argues that the Tupac Amaro rebellion was a *proto*-nationalist movement (17) . . .

7. All of your work should be double spaced and in Times New Roman 12 point.

FIVE Document summaries (10%)

In one page or less, describe the primary source, place it in its historical context and explain its significance. Discuss how documents of this sort have been used by historians and what other possibilities they present.

Final Historiographical Essay: (30%)

3,000 – 5,000 words (approximately ten to 15 double spaced pages using one inch margins with a 12 point Time New Roman font) For your final project, select the book you read this semester that most interested you. Beginning with your book review, develop it in to a historiographical essay that places the book in the context of knowledge about one, or several, main themes developed by the author. Bring in the relevant scholarly books and articles on the topic. Include a discussion of a primary source that was used by the author (or a discussion of other relevant primary sources). Please use the Chicago Style for your footnotes and bibliography. Ideally, you will insert your notes directly from Zotero as you write.

Final Presentation: (10%)

Powerpoint presentation based on your extended review essay. Plan on ten slides with an additional title slide and a bibliography slide(s). Be sure that one slide is a map, and another slide presents a primary source. Be sure to: limit your words on screen, search for appropriate fair-use images that illustrate your points, and document all images in your presentation.

Absence Policies

This course meets once a week and attendance is required. Students who must miss class because of serious illness, family emergencies, religious holidays, or university business must arrange with the professor beforehand how the class will be made up.

Rice Honor Code

In this course, all students will be held to the standards of the Rice Honor Code, a code that you pledged to honor when you matriculated at this institution. If you are unfamiliar with the details of this code and how it is administered, you should consult the Honor System Handbook at http://honor.rice.edu/honor-system-handbook/. This handbook outlines the University's expectations for the integrity of your academic work, the procedures for resolving alleged violations of those expectations, and the rights and responsibilities of students and faculty members throughout the process.

Please be aware of the following policies and consult the instructor if you have any questions:

I. Plagiarism

Plagiarism is defined by the Honor Council as: "quoting, paraphrasing, or otherwise using another's words or ideas as one's own without properly crediting the source." All specifically designated written assignments are conducted under the Honor System. In preparing written work, research and the utilization of another person's words or ideas is in many cases essential. The Honor Council assumes that, unless otherwise credited, all work submitted by the student is intended to be considered as his or her own work. Any time a student draws particularly or generally from another's work, the source should be properly credited. What is meant by proper crediting is left to the discretion of the professor. A professor, when assigning a paper, should make known to the students what is expected in the researching and referencing of the paper. However, it is the student's responsibility to find out from each professor how work for that professor should be credited. Neglect of proper citation shall be considered academic fraud.

II. Multiple Submission

Multiple submission is the resubmission of any work by a student that has been used in identical or similar form in fulfillment of any academic requirement at this or another institution. Under certain conditions a student may be permitted to rewrite an earlier work or to satisfy two academic requirements by producing a single piece of work, more extensive than that which would satisfy either requirement on its own. In such cases, however, the student must secure prior permission from each instructor involved. If the student has revised an earlier essay, the earlier essay should be submitted with the final version. If a single extended essay has been written for more than one course, the fact must be clearly indicated at the beginning of the essay. Thus, submitting the same work for credit in more than one class, either concurrently or consecutively, without prior permission from the professor shall be considered academic fraud.

III. False Citation

A false citation is any attribution to, or citation of, a source from which the referenced material was not in fact obtained, including use of a quoted reference from a non-original source while implying reference to the original source. This shall be considered academic fraud.

IV. False Data

False data are data that have been altered or contrived in such a way as to be deliberately misleading. The submission of such data shall be considered academic fraud.

Disability Resource Center

If you have a documented disability or other condition that may affect academic performance you should: 1) make sure this documentation is on file with the Disability Resource Center (Allen Center, Room 111 / adarice@rice.edu / x5841) to determine the accommodations you need; and 2) talk with me to discuss your accommodation needs.

Syllabus Change Policy

This syllabus is only a guide for the course and is subject to change with advanced notice. All changes will be posted in Canvas following the first week of class. THIS VERSION WILL NOT BE UPDATED.

Course Schedule

Wednesday, January 12, 2022: Mapping the Americas

Waldseemuller World Map, 1507 http://memory.loc.gov/cgi-bin/query/h?ammem/gmd:@field%28NUMBER+@band%28g3200+ct000725C%29%29

Cantino World Map, 1502
http://mapasvivos.files.wordpress.com/2009/10/cantinoplanisphere.jpg

Reading: Metcalf, *Mapping an Atlantic World*, chapters 1-5.
https://www.dropbox.com/s/7ko3zre4b6feezm/Metcalf_Mapping_an_Atlantic_World%2C_circa_1500_11968093_%28z-lib.org%29.pdf?dl=0

Wednesday, January 19, 2022: Encounters

Columbus' Letter to Santangel

Bartolomé de Las Casas, selections

Metcalf, *Mapping an Atlantic World*, chapter 6 & Conclusion
https://www.dropbox.com/s/7ko3zre4b6feezm/Metcalf_Mapping_an_Atlantic_World%2C_circa_1500_11968093_%28z-lib.org%29.pdf?dl=0

Wednesday, January 26, 2022: The Conquest of Mexico

Bernardino de Sahagún, The Florentine Codex, Book 12 "The Conquest of Mexico"
https://www.wdl.org/en/item/10623/#institution=laurentian-library^

Codex Mendoza https://digital.bodleian.ox.ac.uk/objects/fa1221e6-f145-4b4c-ac1c-c60f8352cd25/

Schwaller with Nader, *The First Letter from New Spain,* selections.

Wednesday, February 2, 2022: From Aztec to Colonial Mexican Towns

Reading: Mundy, Barbara. *The Mapping of New Spain: Indigenous Cartography and the Maps of the Relaciones Geográficas* . University of Chicago Press, 2000. ISBN 978-0226550978.

Documents: Relaciones Geográficas Collection, http://www.lib.utexas.edu/benson/rg/

Wednesday, February 9, 2022: The Columbian Exchange

Reading:

Crosby, Alfred. "Conquistador y Pestilencia," and "Old World Plants and Animals in the New World," from *The Columbian Exchange*, Canvas.

Melville, Elinor. *A Plague of Sheep*. You may skip chap. 3.

Metcalf, Go-betweens and the Colonization of Brazil, chapter 5.

Wednesday, February 16, 2022: The Conquest of Peru

Guaman Poma, *Nueva corónica y buen gobierno* (1615), Det Kongelige Bibliotek, http://www5.kb.dk/permalink/2006/poma/372/es/text/?open=idm45821230525616.

Wednesday, February 23, 2022: Colonial Peru

Burns, Kathryn. *Into the Archive: Writing and Power in Colonial Peru.*

Wednesday, March 2, 2022: TransAtlantic Families

Mangan, Jane. *Transatlantic Obligations: Creating the Bonds of Family in Conquest-Era Peru and Spain*.

Wednesday, March 9, 2022: TransAtlantic Slave Trade

Slave Voyages https://www.slavevoyages.org/

Cartagena, Havana, Rio de Janeiro

Wednesday, March 16, 2022 - NO CLASS

Wednesday, March 23, 2022: Slavery

Documents of Slavery:

Slave Registers, Slave Warehouses (Castles, Barracoons), Ships, Slave Voyages Image Galleries https://www.slavevoyages.org/resources/images/search

Enslaved: Peoples of the Historical Slave Trade https://enslaved.org/

Wednesday, March 30, 2022: Caste Paintings and Colonial Society

Katzew, Ilona. *Casta Painting: Images of Race in Eighteenth-century Mexico*. New Haven: Yale University Press, 2005. ISBN 978-0300109719. Available online through Internet Archive Open Library: https://archive.org/details/castapaintingima0000katz

Wednesday, April 6, 2022: Slavery and Architecture

Louis P. Nelson, *Architecture and Empire in Jamaica.* Yale University Press, 2016). ISBN: 9780300211009

Wednesday, April 13, 2022: Postcolonial Neocolonial Latin America

Scott, Rebecca and Jean Hebrard, *Freedom Papers*.

Wednesday, April 20, 2022

Presentations